



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

First Book, Home Geography; and Second Book, North America. By RALPH S. TARR and FRANK M. McMURRY. Macmillan & Co. Price, 60 cents each.

THE *First Book* is to be looked upon as a serious, though not altogether successful, attempt to write a book on geography for children. One evidence that the book is not altogether successful is found in the fact that the reader is all along aware of the effort to write for children. Under these circumstances it is not strange that there are frequent lapses from the style which children can understand, to a style which is quite beyond them, and frequent statements which imply an understanding and a knowledge far beyond that of the pupils for whom the book was written. Apart from these defects, which it would be difficult for anyone not accustomed to working with children to avoid, there are other vulnerable points.

The verbal illustrations are frequently ill-chosen. For example, on page 72, in connection with the attempt to explain why heated air rises, the illustration introduced is as follows: "Light objects, such as wood, will rise and float in water. So, also, when air is warmed and made light near a lamp, the cooler, heavy air all around flows toward the lamp, and the warm air is forced to rise." It is doubtful if children will get a better idea of the rise of heated air, because of this comparison.

Apart from these infelicities of style, the impressions left are, in many cases, inaccurate. Thus, on page 25 the impression is conveyed that ores are found only in mountains; on page 34, that slopes are the especially valuable part of the land surface. To the child, a slope means a steep slope; and it is far from true that slopes, as the child understands slopes, are the most valuable part of the country. On pages 115 and 116 the impression is left that the earth has but one motion, that of rotation. On page 168 the impression is conveyed that eastern Kansas and Nebraska have not rainfall adequate for agricultural purposes.

In other cases there are statements which are inaccurate. Thus on page 6, we find the following statement: "According to the definition of geography, which treats of the relation between men and the earth — a hill or a lake is worthy of mention only because it bears a relation to us, the men upon the earth; considered by itself it is not a part of geography." On page 19 there is the statement: "Real mountains are found only where parts of the land have been slowly raised or lowered until some portions are much higher than the surrounding country." This, of course, takes volcanic mountains out of the category of "real" mountains. On page 172 we learn what will surprise the inhabitants of that city, that Milwaukee is "specially noted for its flour mills."

While the figures in the text are generally well-chosen, some of them are inaccurate, as, for example, Fig. 30, where the cross-section part of the figure is out of harmony with the part representing the surface; Fig. 4, where disintegrating rock is represented by a series of rounded pebble stones as unlike disintegrated rock as possible; Fig. 6, where clover roots are said to be extending down great distances into the soil, but where the vegetation represented bears no resemblance to clover; and Fig. 54, where an extraordinary bottom is given to the sea. In too many cases,

also, the figures are indistinct. While, therefore, the selection of material presented in the book is on the whole good, and while much of it is simply presented, the child who has no teacher will fail to understand some parts of it, and will get erroneous impressions from others.

From the pedagogical point of view there are serious criticisms to be made. The book seems to proceed on the assumption that the teacher knows but little; at least, not enough to ask intelligent questions, or to put the emphasis in the proper place. Carrying out this assumption, the book is marred by a series of perfunctory questions introduced at the end of each section or chapter. If the questions were of the stimulative sort, there might be some excuse for them, but they are of the sort calculated merely to draw out what the child remembers of what is in the text. It is difficult to see what their function is, unless they are meant to make it unnecessary for the teacher to read the book. One cannot help wondering whether it was the authors or the publishers who insisted on the introduction of the questions. If the publishers, the questions must be in response to a popular demand. If this be the case, the questions are a most serious commentary on the present status of geography teaching.

Along with the questions there are certain "suggestions," many of which are good; but they would have much greater force if they were made by the teacher, instead of by the book. Were the questions and suggestions followed, they would seem to take all initiative from the teacher. If the teacher must have such questions put into his mouth for him, and such suggestions into his mind, it would be better to have them in a separate pamphlet issued for teachers only, and to have them kept out of the book which goes to the pupils. In this case, the efficient teacher will be spared the humiliation of the constant suggestion of inefficiency; and the incompetent teacher will be spared the humiliation of having his incompetence constantly exhibited by the printed page. The pedagogical machinery is too much in evidence.

Throughout the first part of the book it has been the plan of the authors to introduce a summary about every second page; at least there is a line in italics introduced at stated intervals which we suppose to be meant for a summary. Some of these summaries are superfluous; some of them altogether foolish, as that on page 38, where the summary is: "The hills, mountains, and valleys are very beautiful;" and some of them are inappropriate, since they contain ideas which have not heretofore appeared in the text, as, for example, that on page 44. The comments made above, in connection with the "questions," apply with equal force to these summaries.

The book does not, therefore, seem to meet the needs of the child who has no teacher, or of the child who has. While it has many good points, and while it was seriously meant to be a good book, it seems to us that the field is still open for a *First Book of Geography*.

In the *Second Book*, the authors do well to emphasize the physiographic basis of the subject. In general it may be said that the selection of matter in this volume is good, that it is for the most part clearly written, and that the order of presentation is happy. The style of the book is on the whole much better adapted to the pupils for whom it was written than in the case of the *First Book*, though even here there are traces of the infelicities mentioned above. There are, furthermore, the same sorts of inaccuracies and inadequacies, suggesting haste in preparation. For example, it is said (p. 13) of the continental ice-sheet that it reached "as far south as New York City and the Ohio River in the East, but not so far south in the West;" whereas, the ice-sheet reached farthest south in Illinois, which is not ordinarily called East, and

much farther south in Kansas (which is surely West) than in New York. Again (p. 174), it is implied that among the middle Atlantic states, iron is found only in Pennsylvania, though according to the latest published statistics, and according to the statistics in the last chapter of the book (p. 413), Virginia produces more iron than Pennsylvania, and other states of the group should hardly be left out of account. The plains of the Mississippi Basin, so far as they lie in the southern states, are said (p. 203) to be interrupted by some low mountains in Indian Territory and Arkansas, but nothing is said in this connection of the mountains of Oklahoma and Texas, which are in the area under discussion. The Chicago Drainage Canal is said (p. 267) to connect Lake Michigan with the Illinois River. This is, of course, true, in the same sense that it connects Lake Michigan with the Mississippi. Duluth, although situated in the greatest wheat-producing state in the Union, is said to owe its great elevators to its proximity to "the Dakota wheat-fields." Statements comparable to the above are too common throughout the book.

There are various omissions, which would hardly have occurred had sufficient care been taken in the preparation of the volume. For example, in connection with the building-stone of the central states, the product of Ohio and Indiana is emphasized, but that of northern Wisconsin and Michigan is not referred to. Although manufactures and articles of commerce in general receive attention, no mention is made of Portland cement, which is now an extremely important article of manufacture and commerce in various sections of the country.

Many of the figures of the text are excellent. This is especially true of the relief maps of the continent, of the United States, and of the various groups of states. Many of the other figures are also good, but in general the half-tone work is poor. Many of the figures, indeed, are so poor as to be absolutely worthless. This is true of such figures as 11, 18, 21, 184, 188, and 256. In many other cases, the figures are so poor as to give but a very indistinct impression of the thing represented. Figs. 186, 242, 253, 289 and 290 are examples. In some other cases the arrangement of figures is confusing. This is especially true in some of the maps, such as those on pages 150, 194, and 224, where the child will be likely to misunderstand the geographic relations of the several parts represented. The character of the figures now and then introduces a humorous element; for example, Fig. 280, beneath which stands the statement: "One of the giant trees of British Columbia. Notice how small the man appears." This is really a puzzle picture, for while the figure shows the giant tree well enough, it will take a sharp-eyed child to find the man, not because he is small, but because he is indistinct.

The comparative statistics introduced in the final chapter of the book are excellent, and their representation is effective. It may be suggested that the dates for which these statistics stand should be given, for they vary greatly from year to year. It would have been well, also, if the graphic statistics could have been extended beyond the five leading states. The statistics might well have been carried so far as to include all of the important states under each heading. Comparative statistics representing the productions of past years would be very welcome in the same connection, since such statistics would show the progress of development.

If the authors should prepare a *Third Book* of Geography, and make it as much better than the *Second* as the *Second* is better than the *First*, it would be a thoroughly good book.

R. D. SALISBURY.

THE UNIVERSITY OF CHICAGO.